DOCUMENT RESUME

ED 036 060 EF 001 994

AUTHOR MUMFORD, KENNEDY A.
TITLE A PROPOSED DESIGN FOR CLINDA ELEMENTARY DEMONSTRATION SCHOOL.
INSTITUTION DADE COUNTY SCHOOL SYSTEM, MIAMI, FLA.
PUB DATE JUN 68
NOTE 15P.
AVAILABLE FROM DADE COUNTY SCHOOL SYSTEM, MIAMI, DADE COUNTY, FLORIDA

EDRS PRICE EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
DESCRIPTORS *DEMONSTRATION PROGRAMS, *DEMONSTRATIONS (EDUCATIONAL), *EDUCATIONAL INNOVATION, *EDUCATIONAL OBJECTIVES, *ELEMENTARY SCHOOLS, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL INNOVATION, SCHOOL ARCHITECTURE, SCHOOL DESIGN, WINDOWLESS ROOMS

ABSTRACT

THE OBJECTIVES AND ACTIVITIES OF THE PLANNING PROJECT ARE STATED, THE GENERAL GOAL BEING TO PLAN A SCHOOL IN WHICH ADAPTIVE, EXEMPLARY, AND INNOVATIVE INSTRUCTIONAL PROGRAMS COULD BE INTRODUCED AND EVALUATED. A SITE PLAN, COMPLETE FLOOR PLANS, AND A FRONT ELEVATION DRAWING ARE INCLUDED. (FPO)

ED036060

A PROPOSED DE

for

OLINDA ELEMENTARY DEMO

KENNEDY A. MUMFORD, PROJECT MANAGER ANDREW

OLINDA PLANNING PROJECT MURRAY

DADE COUNTY SCHOOL SYSTEM MIAMI

EF 001 994

PROPOSED DESIGN

for

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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RY DEMONSTRATION SCHOOL

ANDREW J. FERENDINO, F.A.I.A., SCHOOL BOARD ARCHITECT

MURRAY BLAIR WRIGHT, A.I.A., PROJECT ARCHITECT

MIAMI, DADE COUNTY, FLORIDA

ED036060

OLINDA PLANNING PROJECT

On April 26, 1967, the Superintendent of Dade County Public Schools recommended a proposal to the Board of Public Instruction that lead to the creation of the "Olinda Planning Project". This proposal was approved by the members of the Board of Public Instruction, and later funded under a Title III Mini-grant, P.L. 89-10, the Elementary and Secondary Education Act. The intent of this proposal is to plan a Demonstration School, to be located in the Demonstration Model Cities area, in which adaptive, exemplary, and innovative instructional programs could be introduced and evaluated.

In an effort to implement the proposed project, the Board of Public Instruction purchased a ten acre school site near the center of the proposed "Model Cities" area. This site, known as the Olinda School site, is located between N. W. 54th and 56th Streets and between N. W. 21st and 22nd Avenues.

A Project Manager was appointed on September 12, 1967 to administer this highly experimental project. Immediately he became actively involved in preparing himself to implement the objectives and activities of the Olinda Planning Project, which are briefly stated below:

1. Plan the construction and equipping of the Demonstration School by coordinating the planning efforts and activities of local school officials and architects with those of community leaders, civic officials, teachers, social, health and welfare agencies, consultants, housing officials, "Model Cities Project" representatives, and other interested agencies.

2. Identify some of the positive behavioral characteristics common to educationally disadvantaged children and propose a rationale for capitalizing on their assets in an educational setting.

3. Make a consolidated listing of instructional techniques, approaches, materials, and equipment proven effective in stimulating the involvement of educationally disadvantaged children in the learning process, both academically and non-academically.

4. Compile a listing of the special qualifications and behavioral characteristics considered essential for the selection of administrators and instructional personnel to staff the Demonstration School.

5. Select, with the assistance of the staff from the Center for Self-Instruction, self-study programs, including programed equipment and materials that are geared to the culture and thinking of the Demonstration School's proposed population.

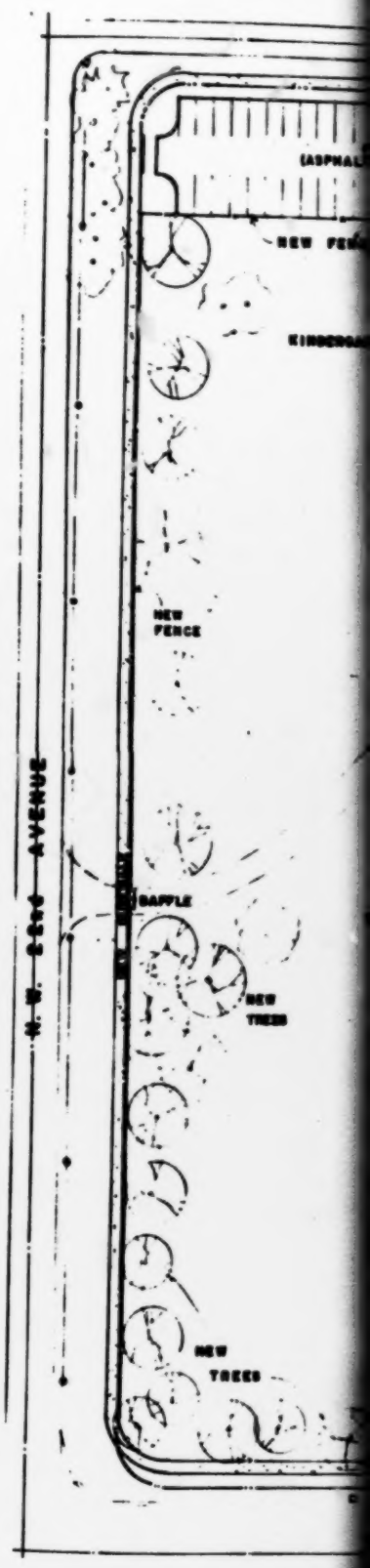
6. Plan, with the assistance of community leaders, school programs and activities that will attract and actively involve the adults in the community.

7. Plan for the joint use of school facilities with community health, welfare, recreational, and social agencies in providing for the total needs of the Demonstration School children and their families.

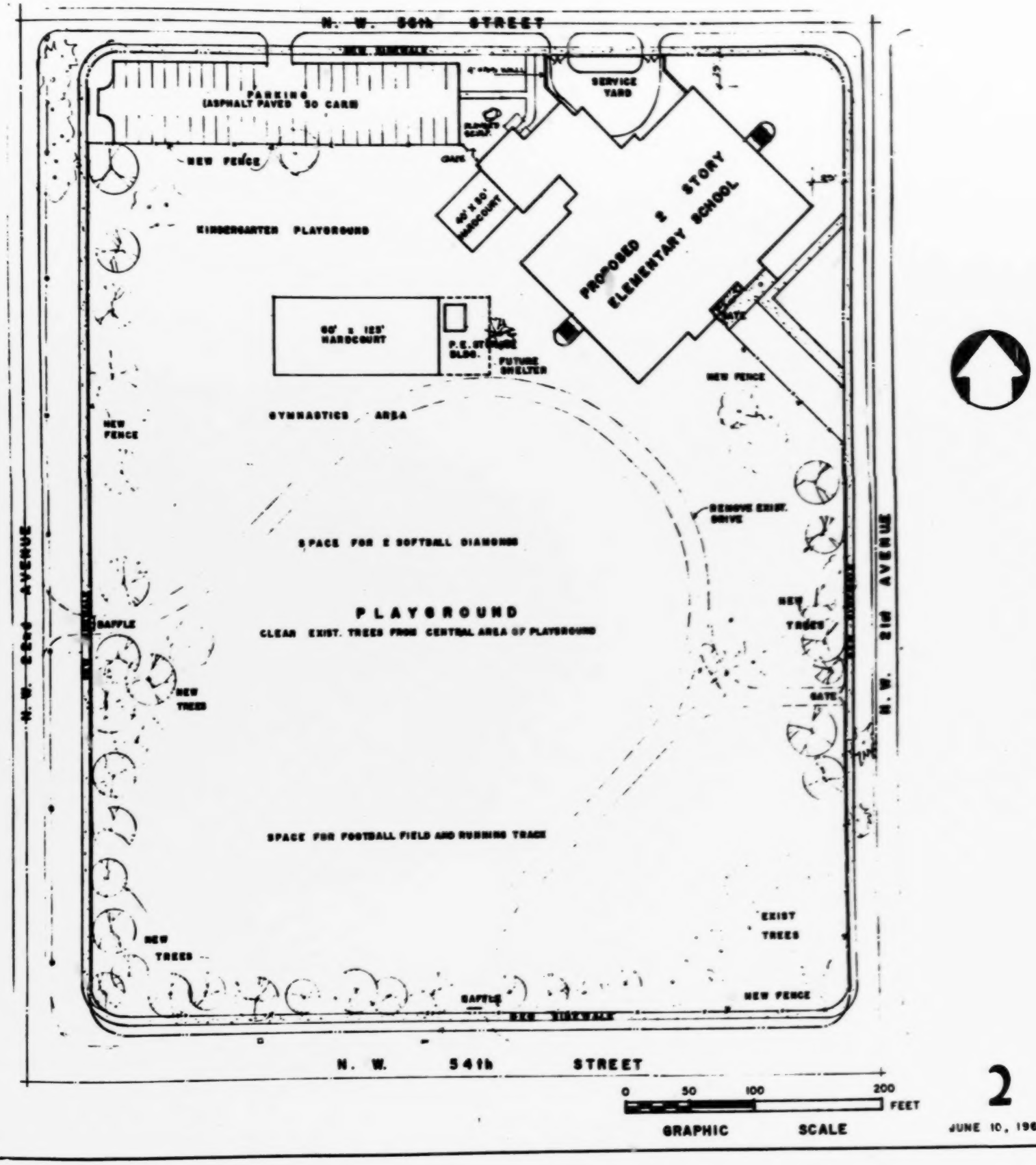
8. Formulate plans with representatives of private non-profit schools in the area for the participation of their pupils and teachers in the Demonstration School classes and in-service activities.

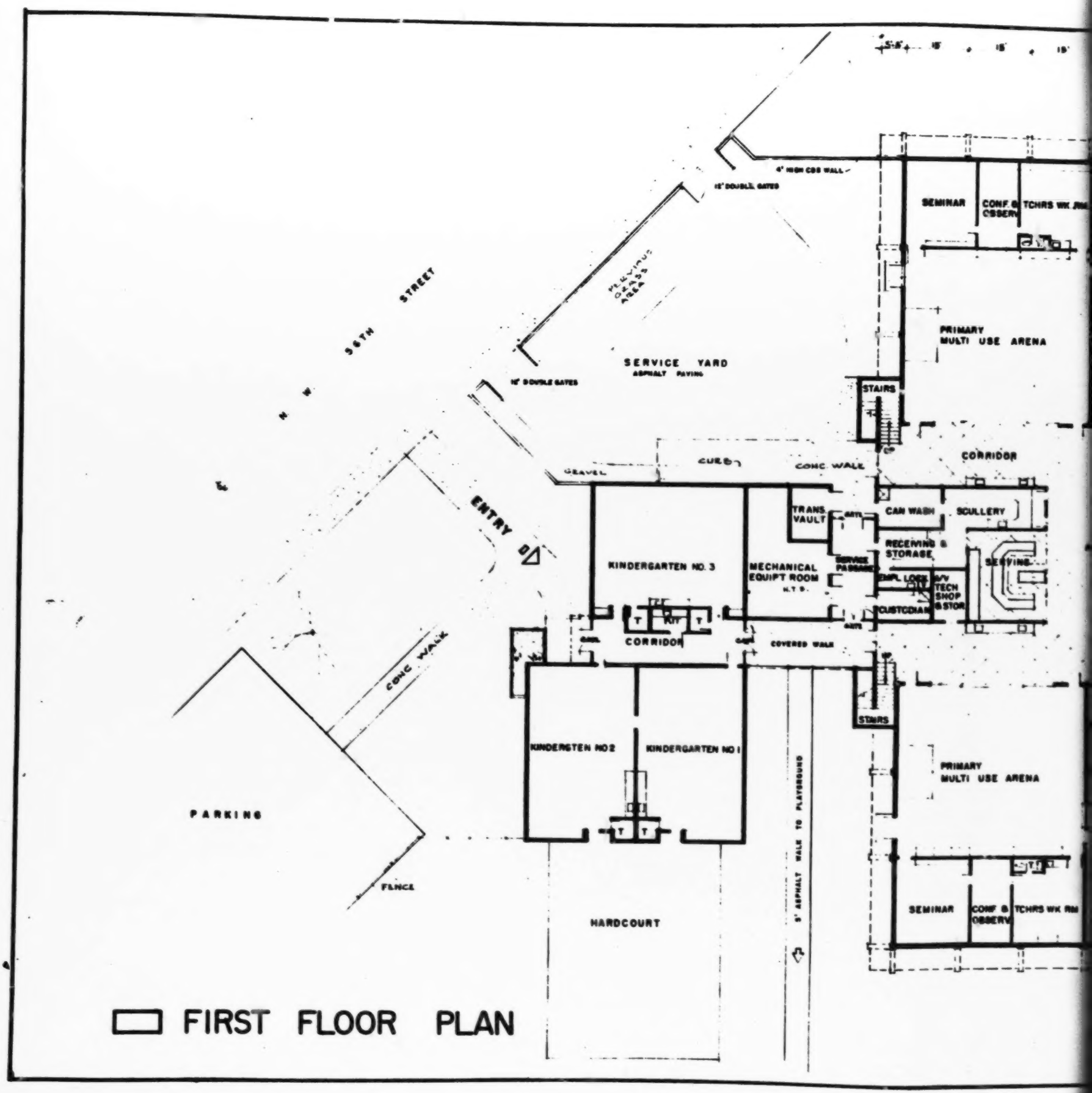
Through the complete implementation of these objectives and activities, the planners are hopeful that the "Olinda Elementary Demonstration School" will display in one location the operational examples of the most successful instructional methods, techniques, materials, and equipment proven effective in the federally funded programs of the Dade County Schools as well as those programs considered successful nationwide.

KAM/sk

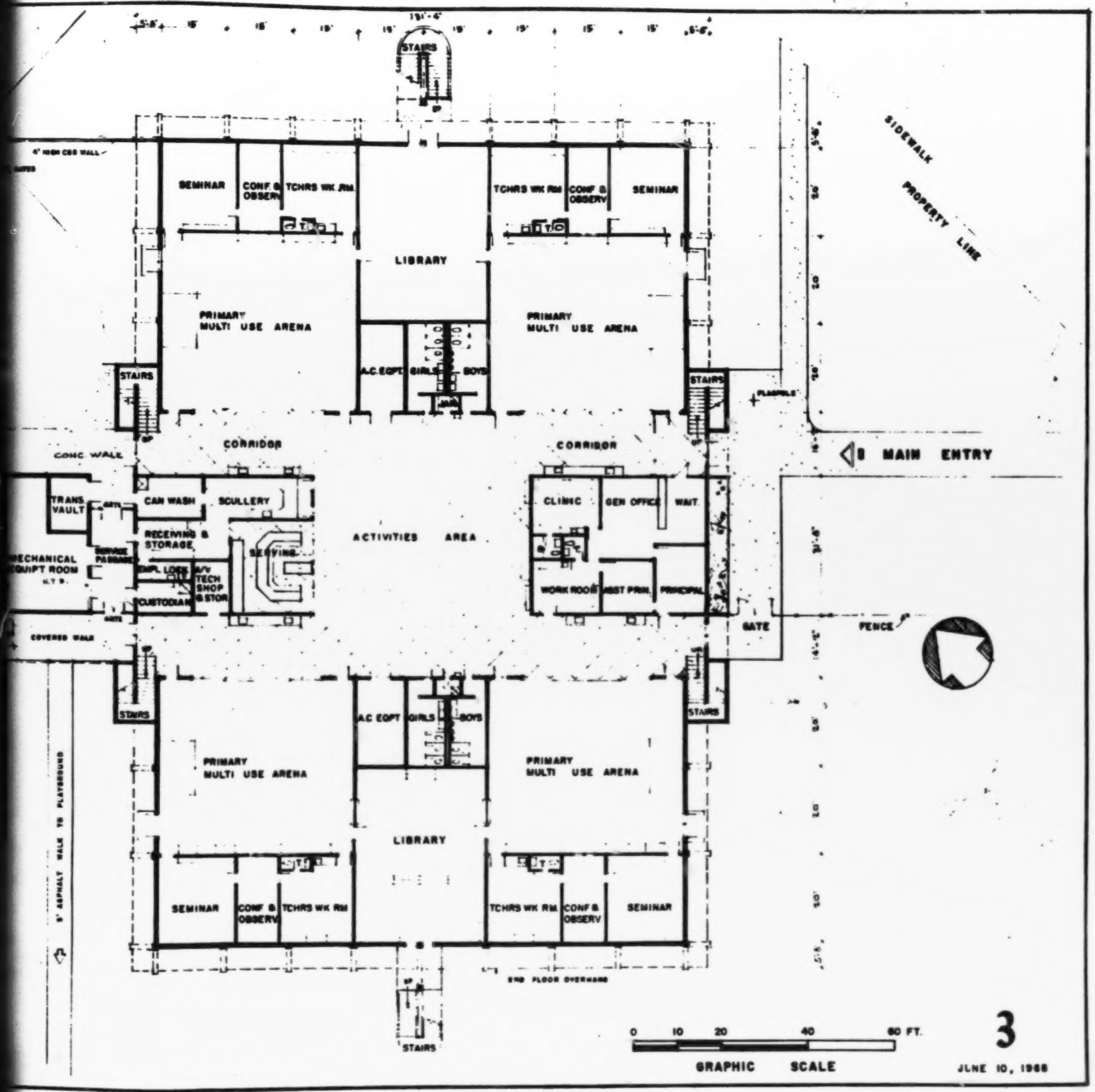

NEW FENCE
NEW FENCE
BAFFLE
N. W. 23rd AVENUE
NEW TREES
NEW TREES

SITE PLAN


N. W. 56th STREET
PARKING (ASPHALT PAVED 30 CARS)
NEW FENCE
GATE
SERVICE YARD
PROPOSED 2 STORY ELEMENTARY SCHOOL
40' X 80' HARDCOURT
KINDERGARTEN PLAYGROUND
80' x 125' HARDCOURT
P.E. ST BLDG.
FUTURE SHELTER
NEW FENCE
GYMNASTICS AREA
NEW FENCE
REMOVE EXIST. DRIVE
SPACE FOR 2 SOFTBALL DIAMONDS
PLAYGROUND
CLEAR EXIST. TREES FROM CENTRAL AREA OF PLAYGROUND
BAFFLE
NEW TREES
NEW TREES
GATE
SPACE FOR FOOTBALL FIELD AND RUNNING TRACK
EXIST TREES
NEW TREES
BAFFLE
NEW FENCE
N. W. 54th STREET
0 50 100 200 FEET
GRAPHIC SCALE
2
JUNE 10, 1968



FIRST FLOOR PLAN



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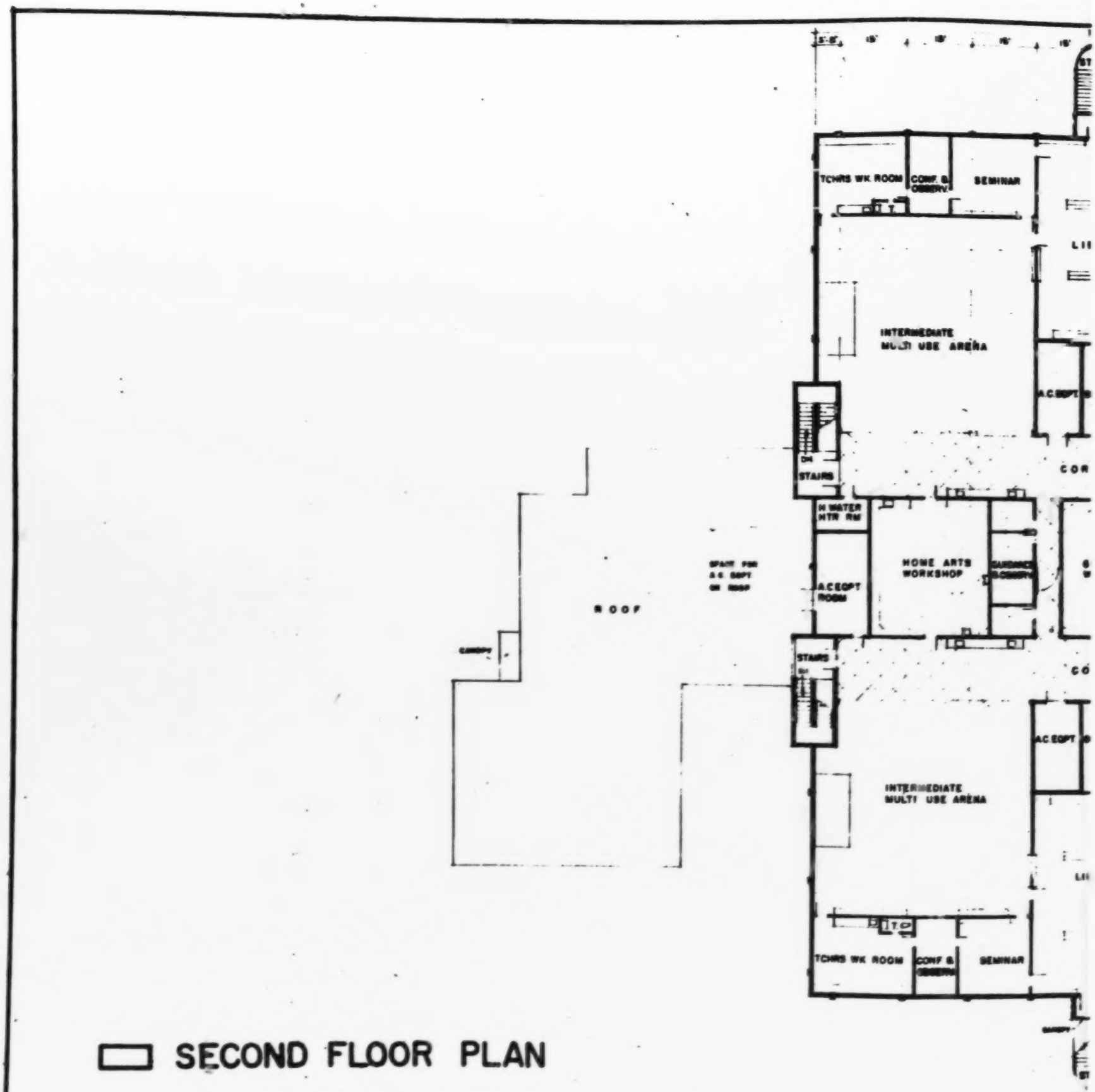
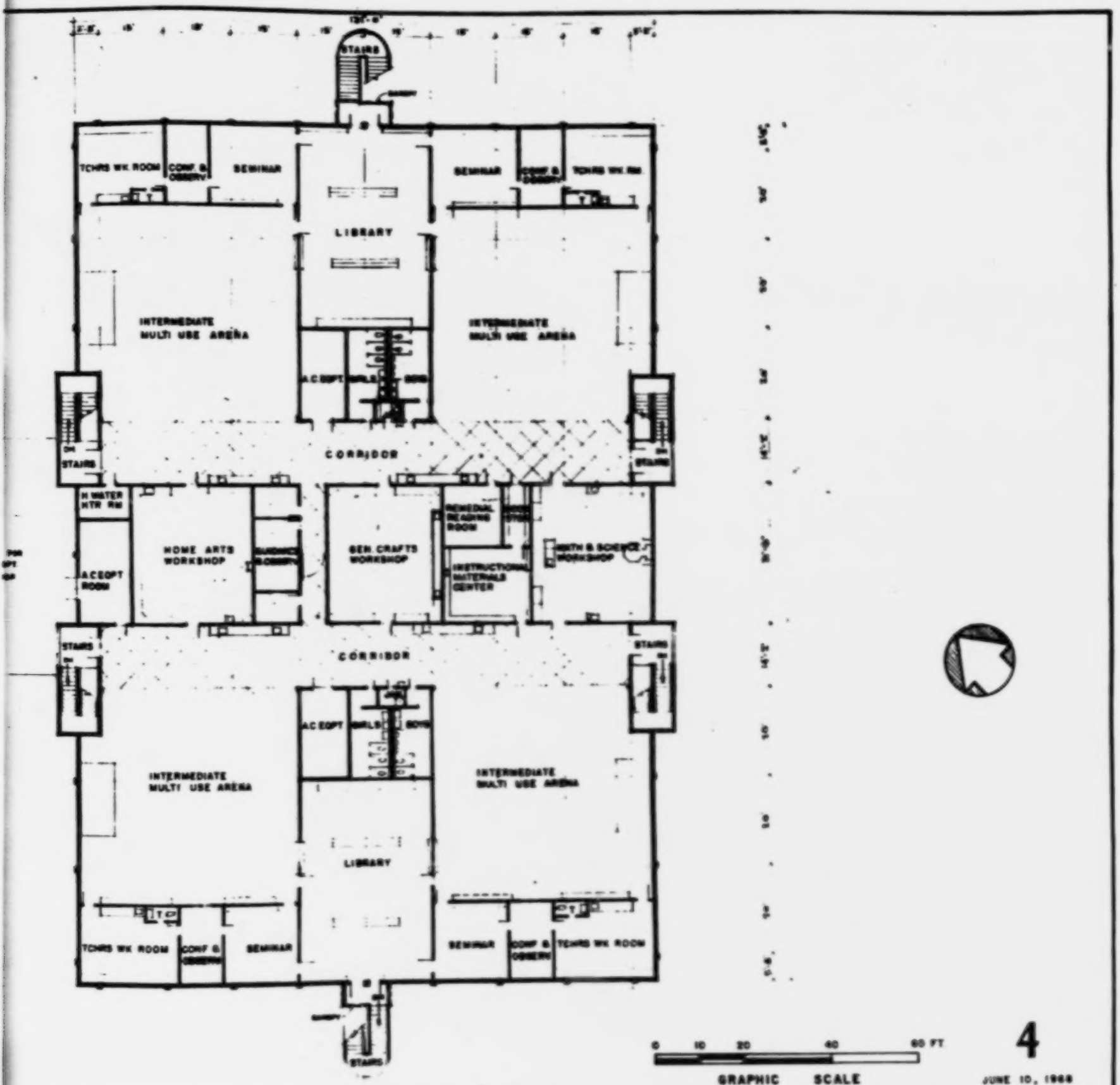


SECOND FLOOR PLAN



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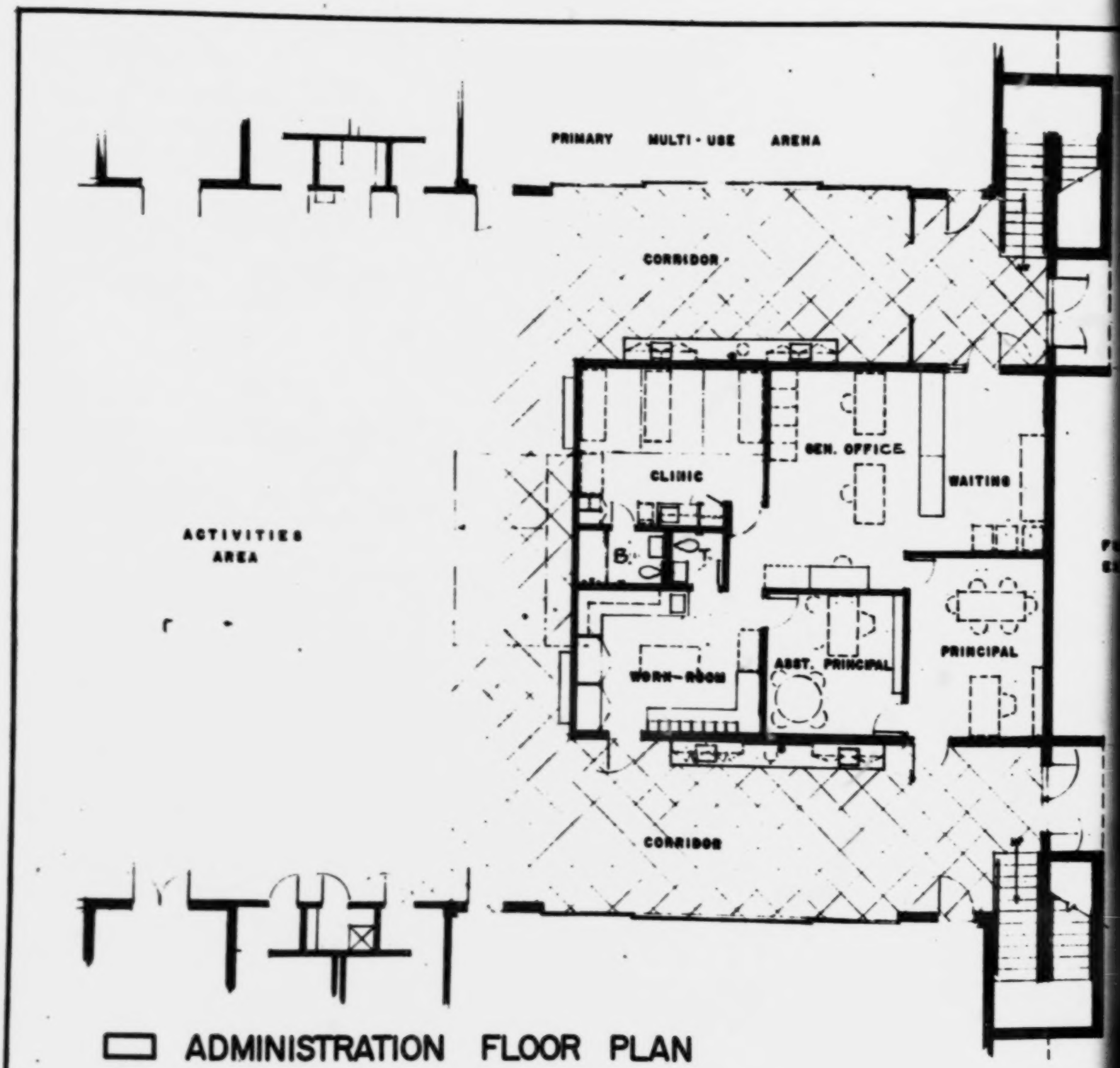
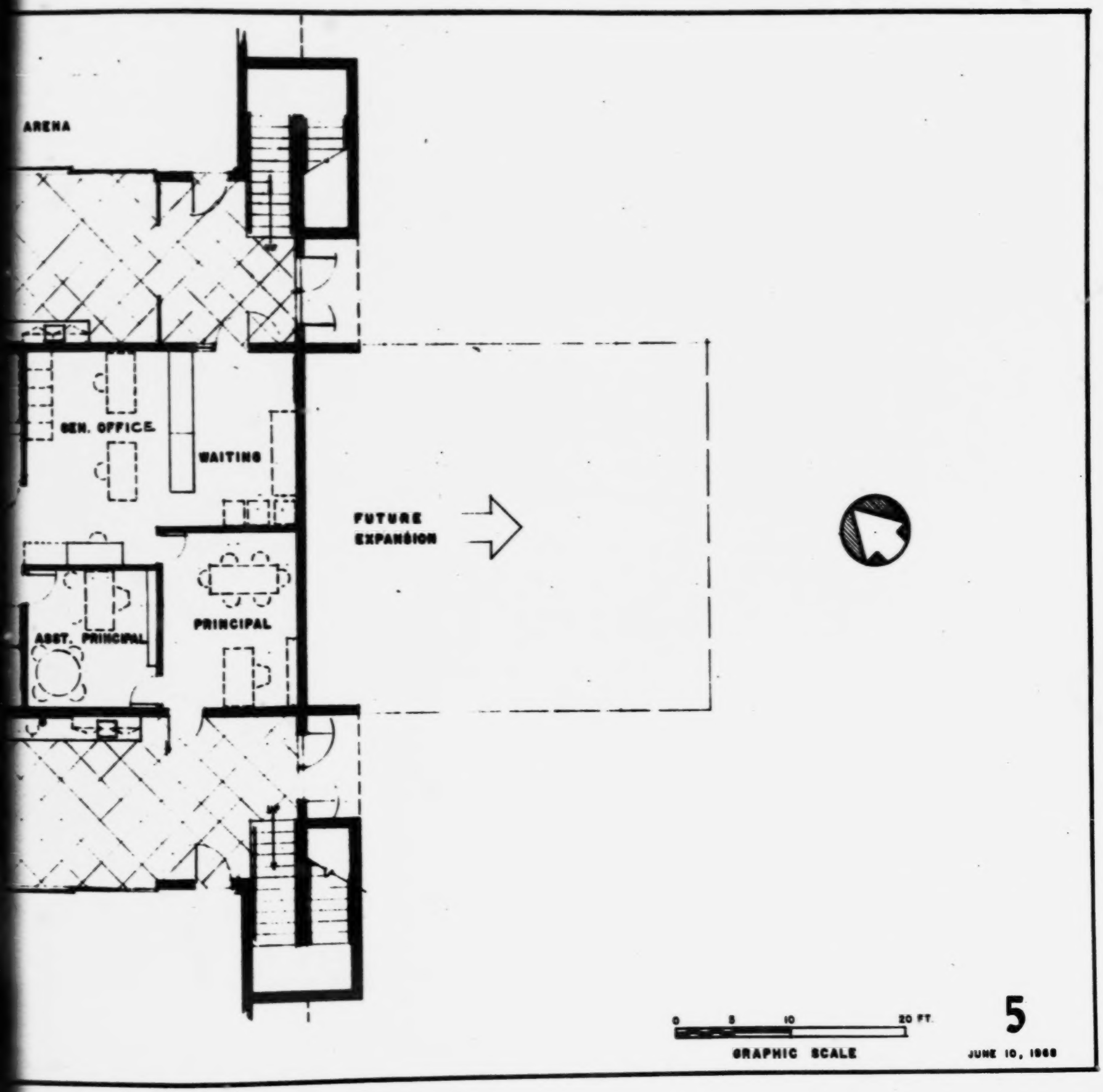


ADMINISTRATION FLOOR PLAN



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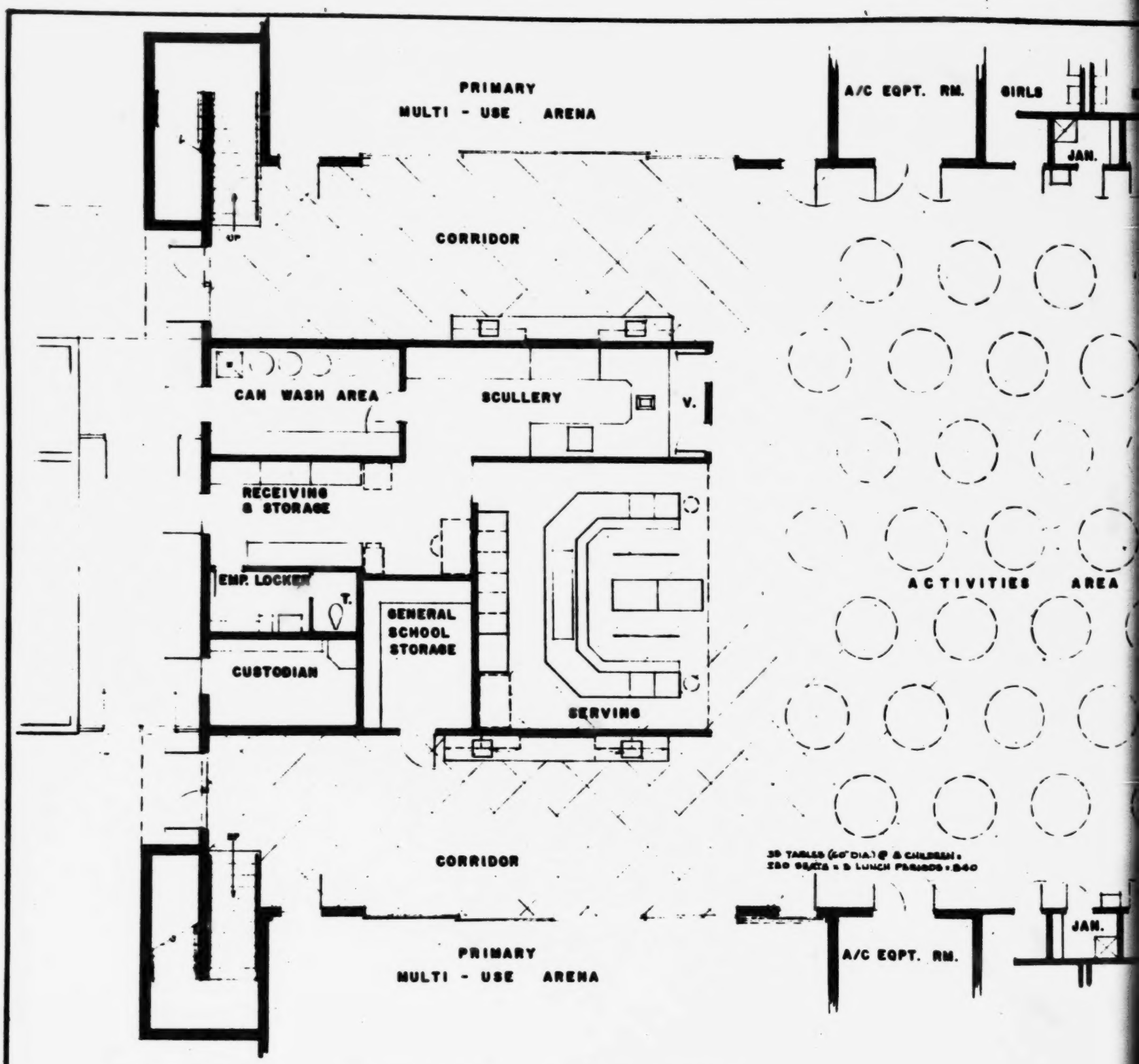
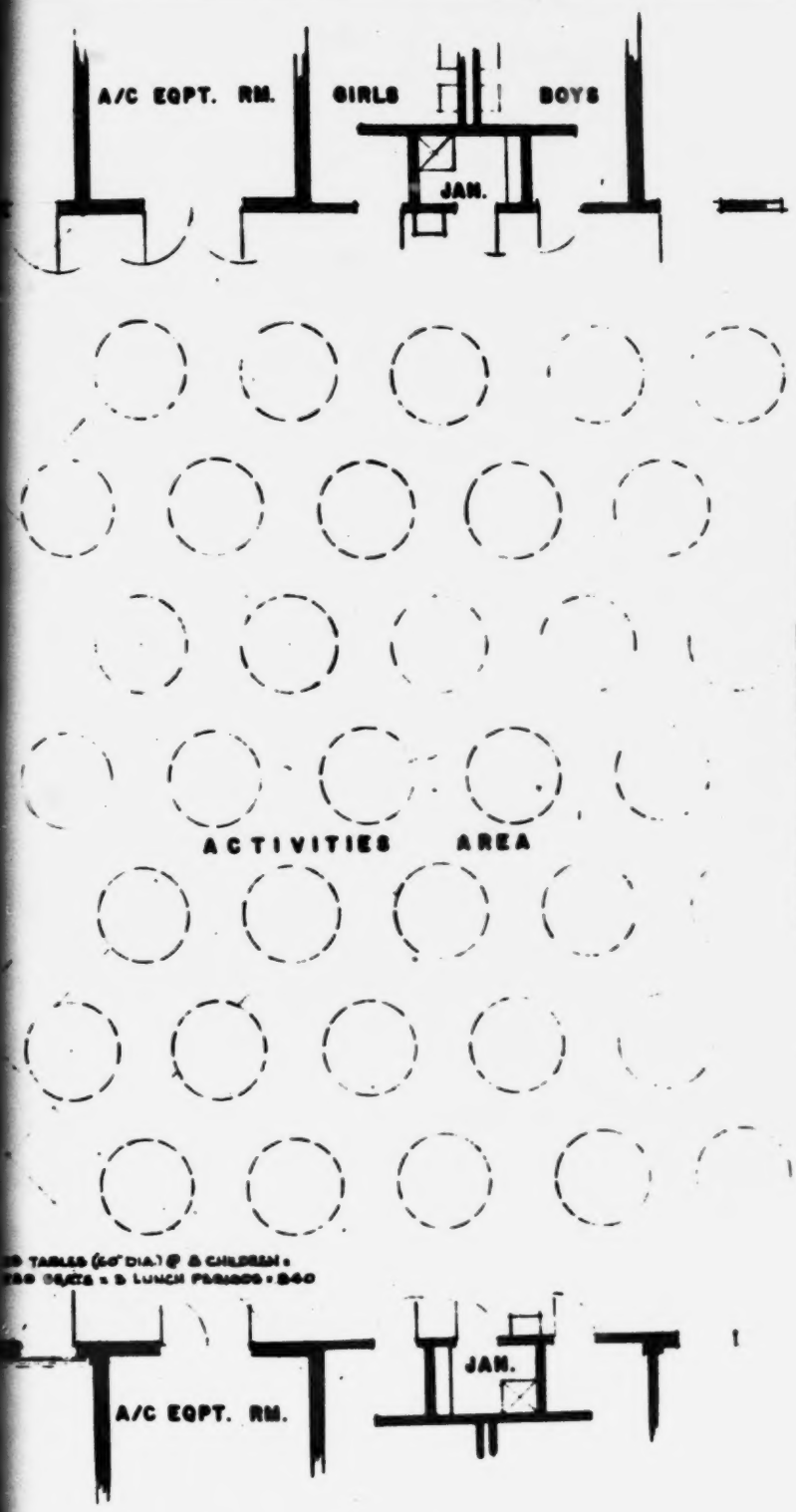


FOOD SERVICE FACILITIES

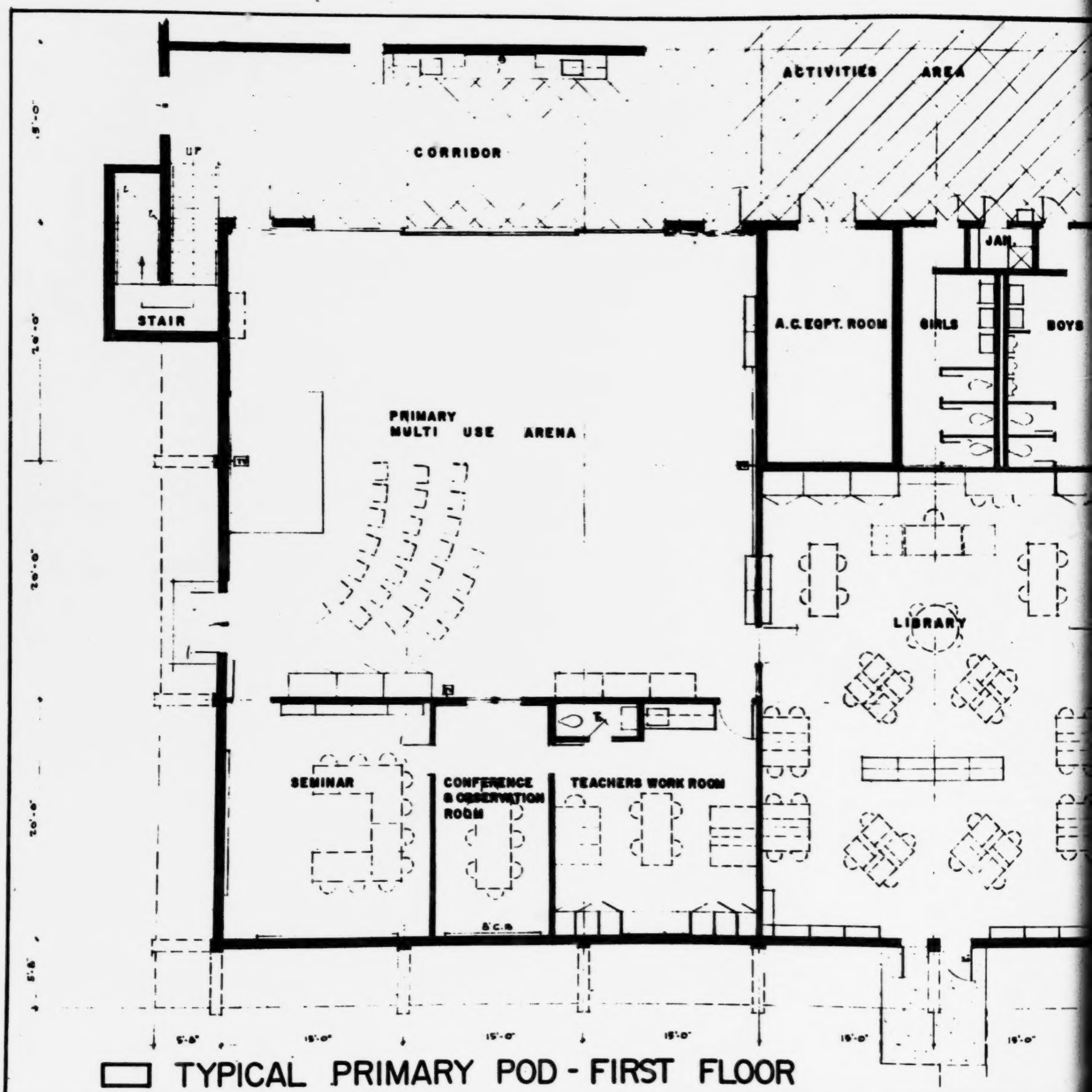


0 5 10 20 FT.

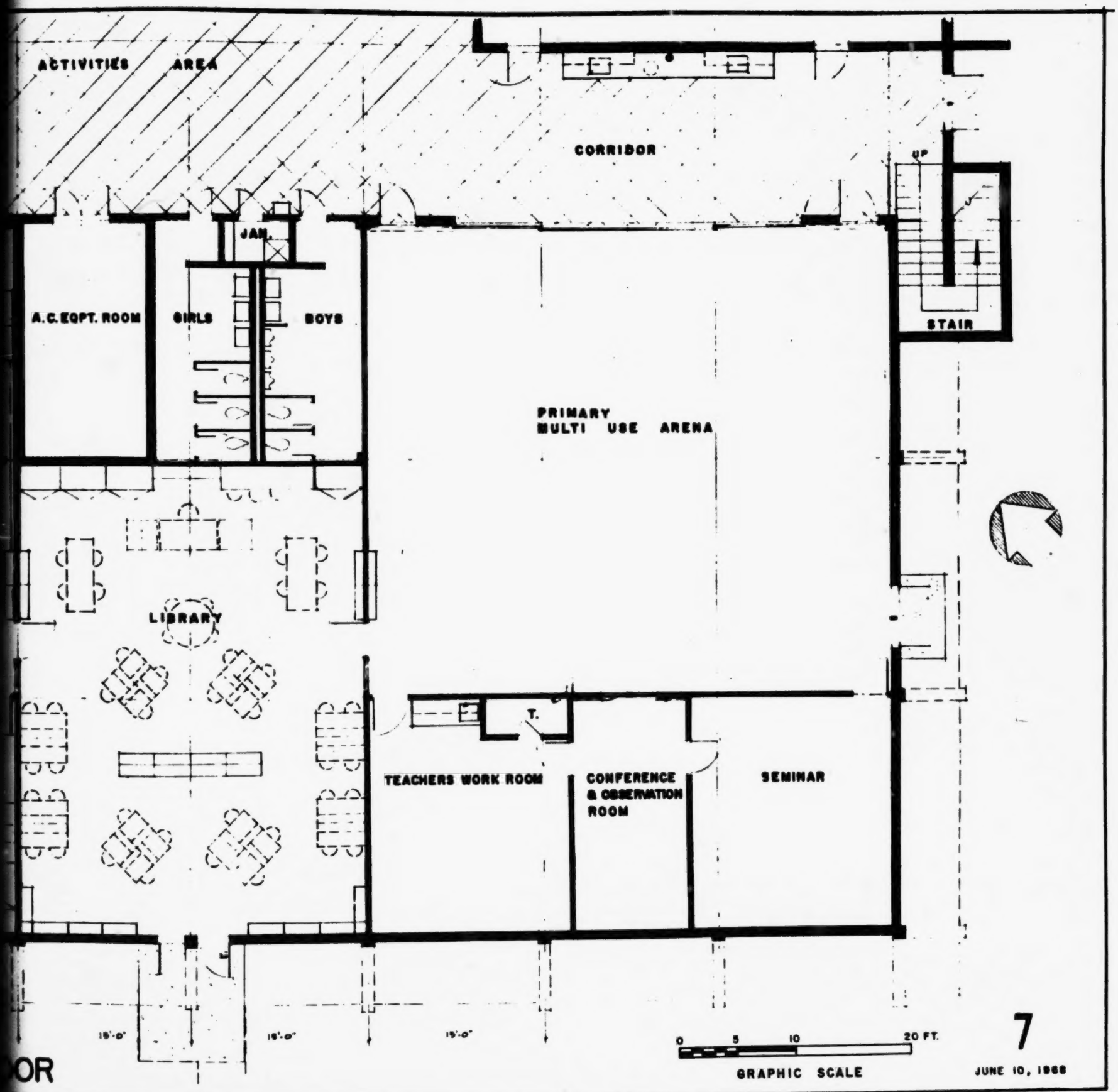
GRAPHIC SCALE

6

JUNE 10, 1968



TYPICAL PRIMARY POD - FIRST FLOOR



OR

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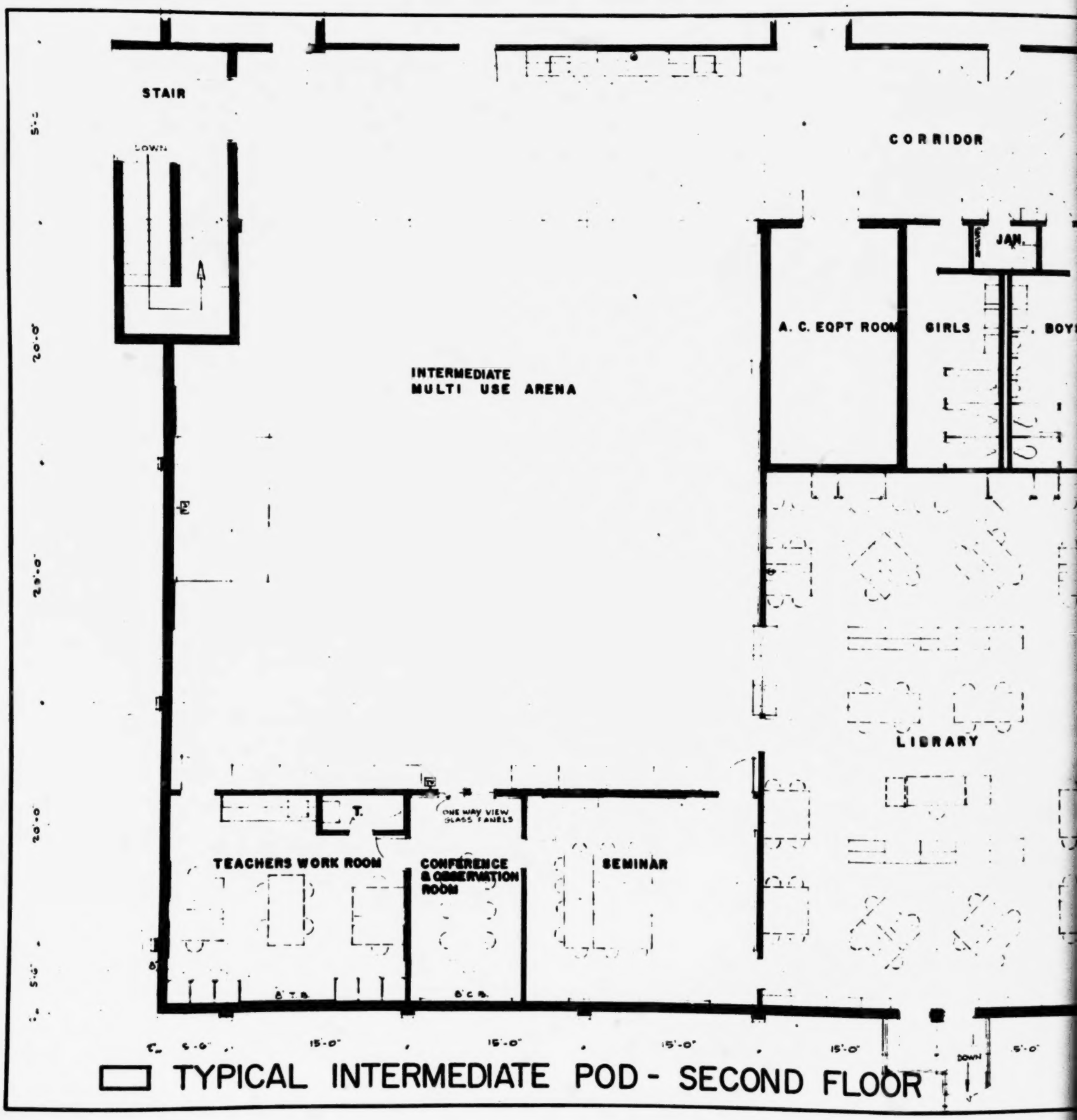
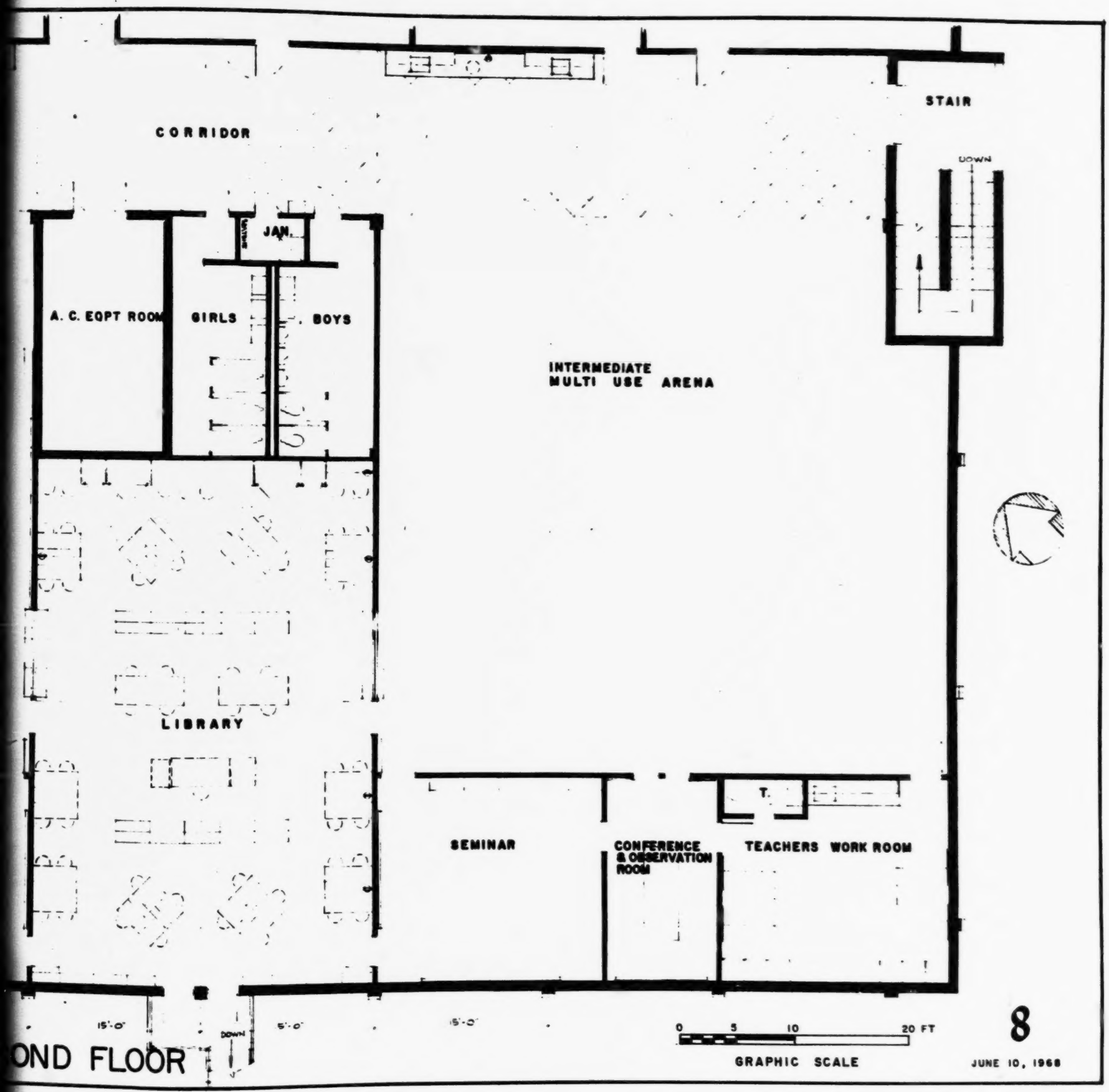


TYPICAL INTERMEDIATE POD - SECOND FLOOR



ND FLOOR

8

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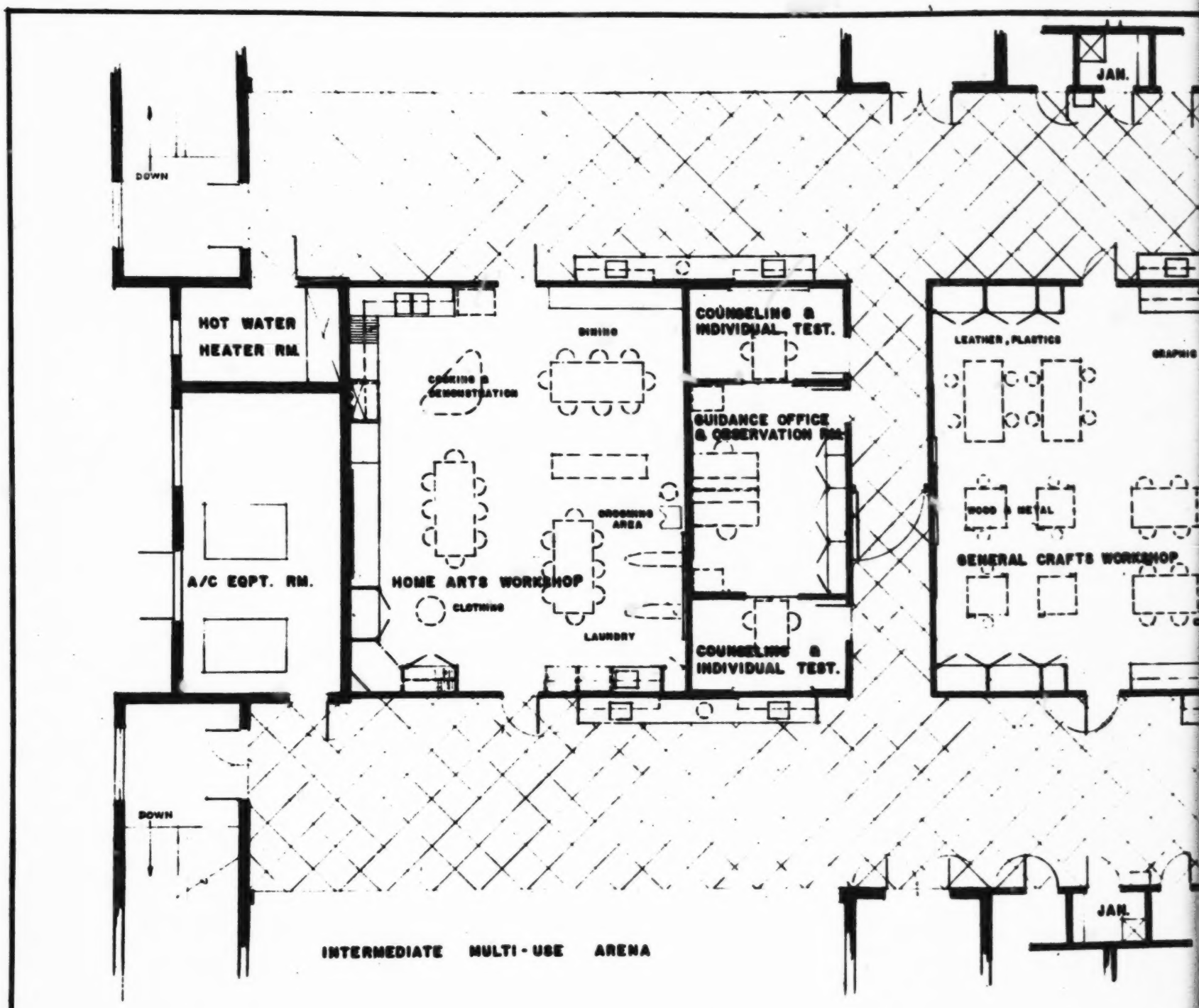
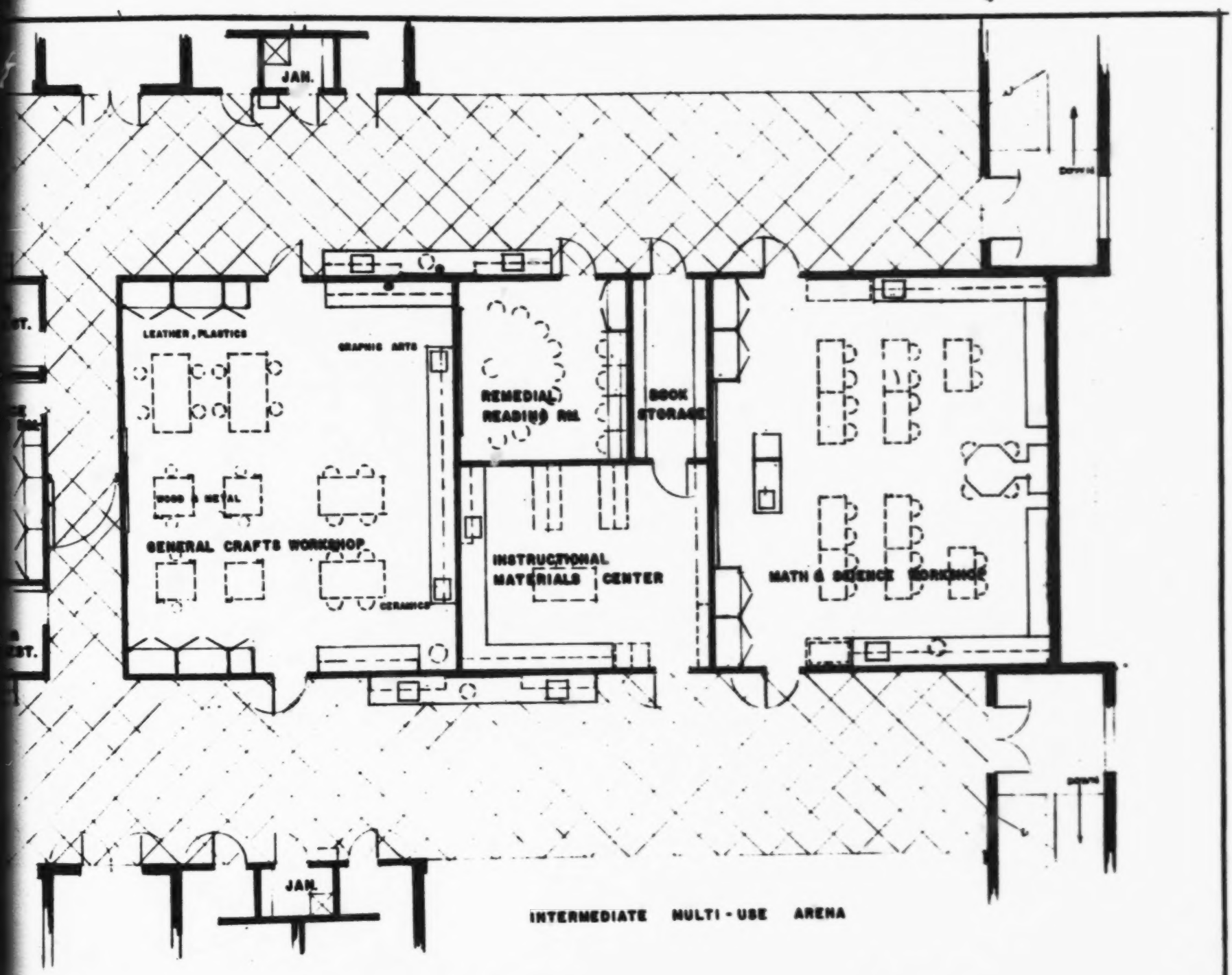


PRACTICAL ARTS & SCIENCE CENTER



INTERMEDIATE MULTI-USE ARENA

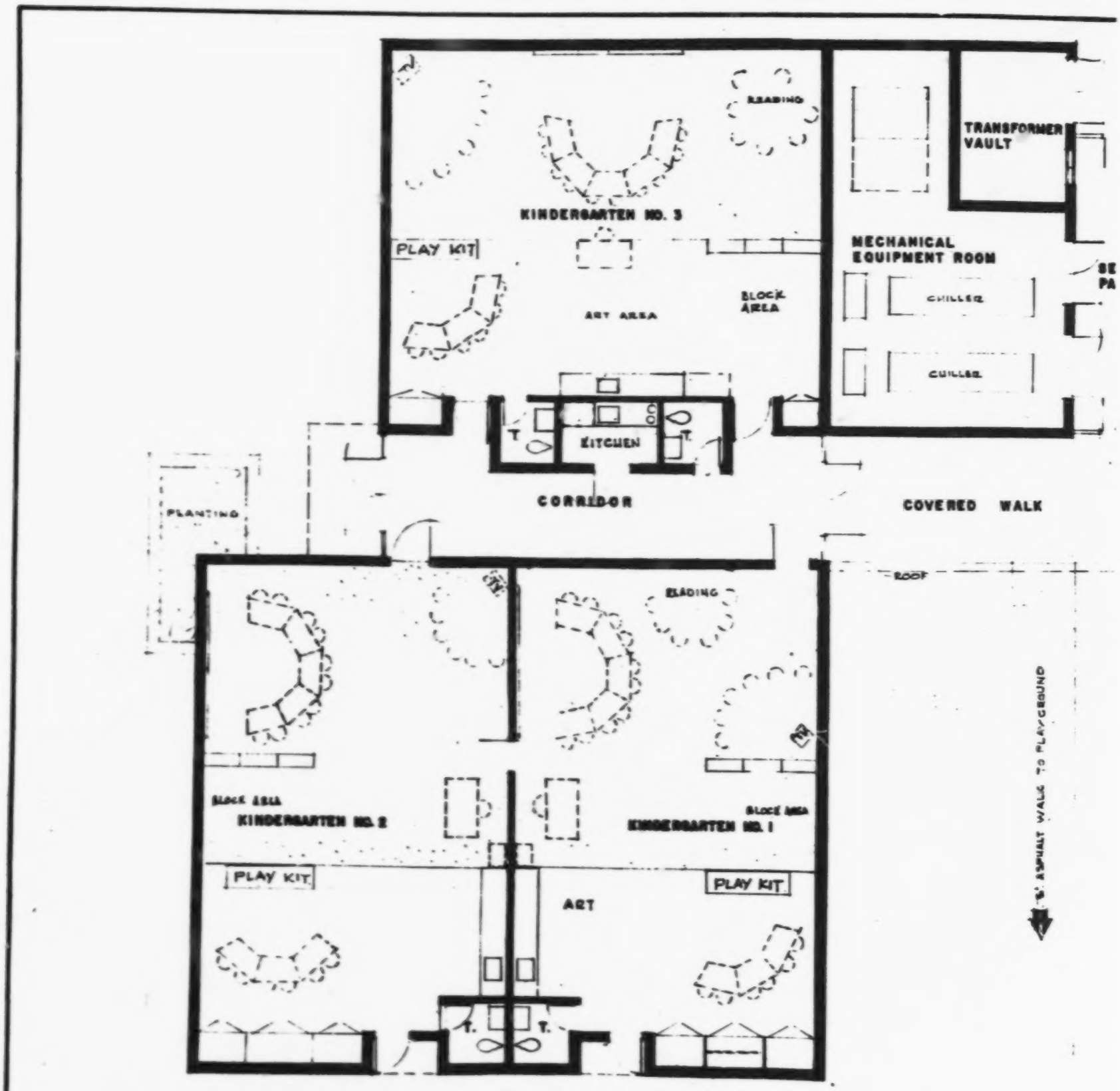
E CENTER

0 5 10 20 FT.

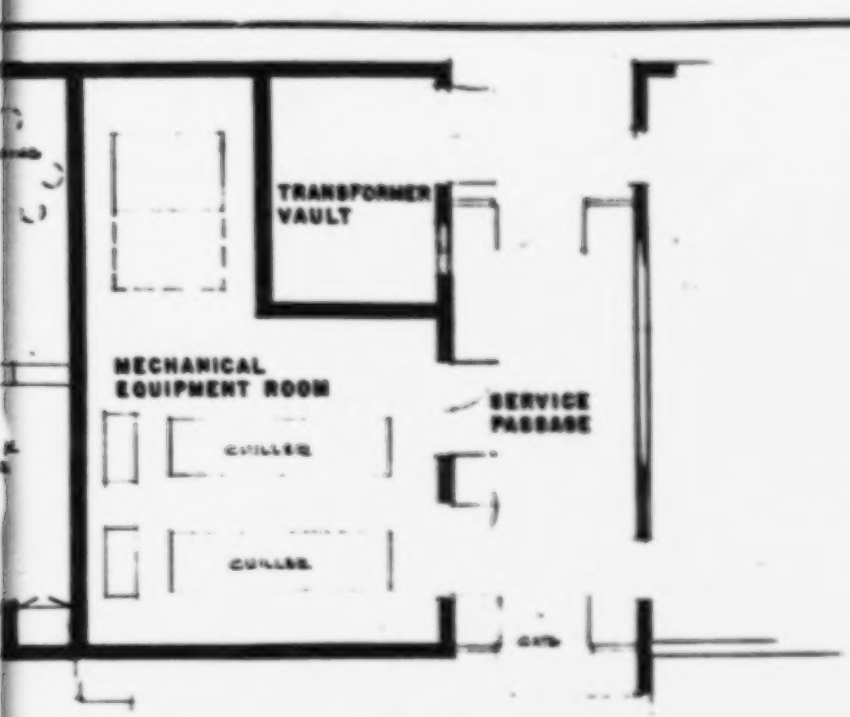
GRAPHIC SCALE

9

JUNE 10, 1968



KINDERGARTEN PLAN



COVERED WALK

GRAPHIC SCALE

10

JUNE 10, 1968

MAJOR DESIGN FEATURES OF THE

OLINDA ELEMENTARY DEMONSTRATION SCHOOL

The major emphasis in planning the Olinda School was placed on designing a "new school" environment that would adequately support "new programs and instructional systems" which have been developed to improve the quality of education for disadvantaged children. Because this school must satisfy the present and future needs of this population, the planners were constantly focusing their attention on the educational programs and devices that will be available for use in 1985.

Since the Olinda School was designed as a team teaching and non-graded school, the pupil organization within the school required the development of two distinct kinds of self-contained pods. A Primary Pod that would house a group of 6, 7 and some 8 year olds, corresponding to the first, second and third grades; and an Intermediate Pod that would house a group of 8, 9, 10, 11 and 12 year olds, corresponding to the third, fourth, fifth and sixth grades. Each Primary Pod was designed to accommodate a maximum of ninety pupils, and each Intermediate Pod was designed to accommodate a maximum of one hundred and twenty pupils.

It was the decision of the planning committee that the four Primary Pods would house three hundred and sixty pupils, and the four Intermediate Pods would house four hundred and eighty pupils. Thus, the equivalent of twelve traditional classes will share each of the four Primary Pods in separate groups of three classes, and the equivalent of sixteen traditional classes will share each of the four Intermediate Pods in separate groups of four classes. The planning committee also decided that the total enrollment for this school would be set at 840 pupils.

PRIMARY AND INTERMEDIATE POD COMPONENTS

1. Multi Use Arena. The Arena area was designed for large group instruction, dramatic activities, and to support Multi-Media Instructional Systems. (The Multi-Media Instructional Systems contain specially prepared motion picture films, filmstrips, recordings and printed material that aid teachers in making any subject more meaningful to pupils.)

2. Seminar Room. This room will be used for small-group discussions, small-group instruction and special diagnostic or remedial work.

3. Conference and Observation Room. Each team of teachers, including teacher-aides, will need a place to plan each day, as a total group, for the next day's activities and to evaluate current activities. They will frequently need a private place to confer with pupils or parents. In addition, this room will allow visitors, pre-service and in-service teachers to observe the activities of the Multi Use Arena without being noticed by the children.

4. Teacher-Work Area. Here teachers will keep and file their records, maintain small libraries of professional reference books, review films, listen to records or tapes, produce charts, maps, acetates and the myriad of other materials which must be made constantly to improve the instructional program.

LIBRARY - SELF-INSTRUCTION LABORATORY

The four decentralized library units will be shared by two large groups of children. (Primary - 180 pupils -- Intermediate - 240 pupils.) They will accommodate a maximum of 40 to 50 pupils per instructional period. Each library unit will contain reference books and general book collections, tapes, and recordings, films and filmstrips, tables and chairs and study carrels. Here, too, under the guidance of a teacher and library-aide, pupils will use self-instructional materials and equipment that are geared to their particular learning needs.

PRACTICAL ARTS AND SCIENCE CENTER COMPONENTS

1. Home Arts Workshop. This workshop will be devoted to providing children with experiences that will help them become better homemakers and wage earners of the future. Here they will learn how to prepare simple meals, to set a dining room table, basic nutrition, home laundering, sewing, personal grooming, care of the home and appliances, care of the new-born baby, care of the pre-school child, care of the elderly, first aid and safety.

2. General Crafts Workshop. The crafts workshop will offer children opportunities to become creative and to help them express their individual ingenuity; to make beautiful and useful things for themselves and others; to learn to appreciate craft products and the craftsmen who make them; and to make good use of their leisure time. They will use this area to participate in activities involving drawing and designing, model-making, woodcraft, simple metalcraft, leathercraft, weaving and ceramics.

3. Science and Mathematics Workshop. In this workshop all kinds of experiments and projects will evolve through the use of an interdisciplinary approach to the subjects. In addition, educational films and filmstrips will be used to aid pupils in developing a better understanding of the scientific phenomena of the world they live in.

GUIDANCE SERVICES FACILITIES

1. Guidance Office and Observation Room. This area will serve as an office for Guidance workers and will provide storage space for all kinds of resource materials on child growth and development. It will also be used by parents, teachers and visitors to observe children being counseled or tested.

2. Counseling and Individual Testing Rooms. These rooms will be used for pupil counseling and testing, parent-teacher conferences, parent-pupil conferences and psychological evaluations of pupils.

KINDERGARTEN POD

This pod will be divided into three self-contained units with interior doorways connecting each unit. The population of each unit will be 20 children, under ideal conditions, with a maximum limit of 25 children. In this pod children will develop personal insights, learn to work comfortably in groups and they will be introduced to pre-elementary-academic-skills.

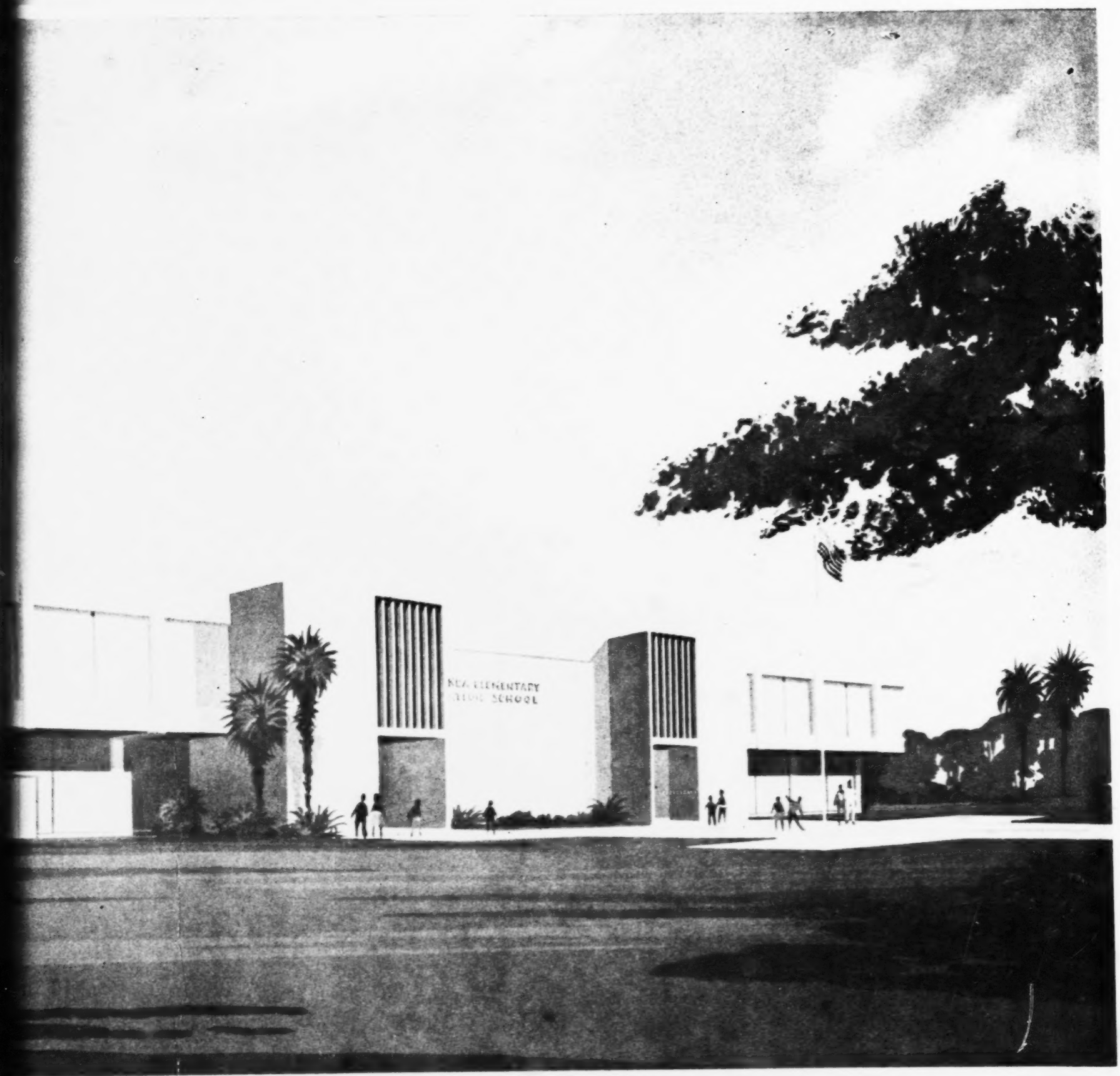
Since children form lasting work habits and attitudes during their elementary school years, it is essential that schools be designed to provide them with the best educational opportunities that are available, so each of them can develop to their maximum potential and become contributing members of their society.

Prepared by

THE OLINDA PLANNING PROJECT

KM/sk

OLINDA ELEMENTARY DEMONSTRAT



MONSTRATION SCHOOL

MURRAY BLAIR WRIGHT
ARCHITECT